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better than a tissue of falsehood. Some of us who have a higher opinion of Locke may think that Professor Dewey has not always presented the English philosopher's views correctly, though we are sure he has not done him any intentional injustice. He shows, too, a strong desire to connect the views of Leibniz with his own, and, in trying to do this, sometimes gives an interpretation that seems a little strained. But, if due allowance is made for the author's philosophical standpoint, the reader will obtain from this book a pretty good idea of most of Leibniz's doctrines in their relation to those of Locke on the one hand, and of the later German thinkers on the other. This series of expositions will, we think, be very useful in giving to purely English readers a more intimate acquaintance with the products of German thought.

First French Course. By C. A. CHARDENAL. Boston, Allyn & Bacon. 16°.

AFTER a brief introduction on the phonetics of French, the author proceeds at once to give a systematic series of exercises on the elements and syntax of the language, keeping throughout in view the practical end to teach the pupil thoroughly the use of the French language. The French-English and English-French exercises are well selected, and the lessons so arranged that the most general and most fundamental laws of the French language are given first, after which details are taught. In an appendix a tabulated review of forms and rules is given, and the book concludes with a brief series of extracts, to which a vocabulary is added.

Teachers' Manual Series. Nos. 7, 8, 9, 10. New York and Chicago, E. L. Kellogg & Co. 15 cents each.

THE last four numbers of this series, which have recently been issued, contain material that will prove very suggestive to teachers. No. 7 is a reprint of Bishop Huntington's memorable address on 'Unconscious Teaching,' that was delivered many years ago, and at that time excited great interest. He justly emphasizes the fact that the teacher's character and behavior influence in a great degree the development of the pupil, and that the most careful attention should be paid to this fact. No. 8, written by James L. Hughes, is entitled 'How to keep Order,' and in this the author endeavors to show that keeping order is a necessary means of training the character of the pupil, as order teaches that conscious deviation from the right, and that conscious violation of any rule, is a wrong, no matter how important or unimportant the rule be. The latter half of the book is occupied by a discussion of mistakes of the teacher which promote disorder, and thus the best instruction as to how to keep order is given. In No. 9, by Rev. R. H. Quick, 'How to train the Memory,' the author gives the results of his experience, which are, that attention, arrangement, and association are the proper means of training the memory. No. 10 is a description of 'Froebel's Kindergarten Gifts,' by H. Hoffmann. These gifts are well known, and the author sets forth very clearly the best methods of using them for training the child's senses and power of observation.

Francis Bacon. By JOHN NICHOL. Part I. Bacon's Life. Philadelphia, Lippincott. 16°. \$1.25.

THE present sketch of Bacon's life belongs to the series of Philosophical Classics, edited by William Knight. The author has endeavored to record impartially the events which led so many writers to condemn the character of Bacon. He accepts neither the views held by Spedding, who is bent on believing the best, nor those of Abbott, who does not find any thing to commend in Bacon's career. His views agree with those propounded by Gardiner. The author rightly emphasizes the necessity of carefully considering the circumstances of the age in which Bacon lived, in forming an opinion of his actions. He dwells upon the fact that during his life he took the unpopular side of several questions, and thus proves that he was not so mean as to sacrifice every thing to the promotion of his own interest. The author's treatment of the trial of Essex is of special interest, and we think he has well succeeded in explaining how Bacon came to take a prominent part in those events, and that his actions were in accordance with views expressed in his letters to Essex. On the other hand, the author does not try to excuse his great faults and weaknesses. In a clear introduction, Bacon's age and surroundings are described, and next his life until the death of

Elizabeth is treated. His relation to James, his gradual rise and sudden downfall, form the following chapters of the book, which concludes with a sketch of his last years. The second volume will contain a *résumé* of his philosophy.

How to teach Manners in the School-room. By Mrs. JULIA M. DEWEY. (The Reading Circle Library, No. 7.) New York and Chicago, E. L. Kellogg & Co. 16°.

WE fully agree with the authoress of the present little volume, that the teacher ought to be careful to teach the pupils good manners, but we disagree in every other respect with her views. It seems that her prime object in teaching good manners is to make children contemplate in all their actions, "What will people say if they see me doing this or that?" — a principle that can hardly be considered as improving the moral standard of the pupils who are subjected to it. It is true, as the authoress says in the introduction, that true courtesy implies strict honor, self-possession, forbearance, and refined feeling; but these qualities will hardly be developed by such teaching as forms the greater part of Mrs. Dewey's suggestions. We cannot agree with principles similar to the following, which has been taken at random from the book (p. 55): "Why should our behavior on the street be good? Because many people see us there, and notice if it is not good."

A Quiz Manual of the Theory and Practice of Teaching. By ALBERT P. SOUTHWICK. New York and Chicago, E. L. Kellogg & Co. 16°.

IN a long series of questions the author places before the teacher many important problems regarding the method of teaching. The first part of the book contains questions, while the second contains answers to these questions. The subject is divided into numerous divisions, according to the subject of teaching; and a study of the work will prove a valuable incentive to improving the methods applied in teaching, as it suggests many ideas to the teacher, a great number of which he will accept, and use for the benefit of his pupils. In a general introduction the author treats of the general theory of education. This is followed by notes on the theory of teaching reading, arithmetic, natural history, language and grammar, composition, rhetoric, etymology, literature, and so on through the whole range of subjects taught in our schools. As an appendix, some notes on manual training are given.

NOTES AND NEWS.

THE editor and publisher of the *International Ethnographical Archive* have issued, on the occasion of the Seventh International Congress of Americanists, a supplement to their journal, entitled 'Contributions to the Ethnology of America.' This interesting pamphlet contains extracts from the journal, and one of the beautiful plates that are to accompany Stoll's account of the ethnology of Guatemala. The pamphlet contains one American and four German contributions. The journal continues to be one of the most magnificent scientific periodicals, and it bids fair to become one of the principal sources of information for the study of ethnology, more particularly for that of human inventions.

— At a meeting of the council of the Anthropological Society of Washington it was voted to continue the publication of the quarterly journal, *The American Anthropologist*. This journal publishes in full the most important papers read at the meetings of the society.

— In the publication in *Science* a few weeks ago (xii. No. 295) of the classification of soils, which formed a part of the annual report of Major Powell, director of the United States Geological Survey, one class was inadvertently omitted, — that of the playa soils; i.e., those formed by the wash of rains and the evaporation of intermittent bodies of water that have no overflow.

— The trustees of the Hoagland Laboratory, Brooklyn, announce the completion of the laboratory, and its equipment for work. Special facilities are offered to those who desire to prosecute original research. For this purpose private laboratories have been provided, and arrangements are now being made for the purchase of a library which shall contain all the literature necessary for reference in the departments of bacteriology, physiology, and pathology.